R E P O R T R E S U M E S

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SURVEY OF PRACTICES FOR COLLEGE DISTRIBUTIVE EDUCATION AND RETAILING OCCUPATIONAL EXPERIENCE PROGRAMS.

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QUESTIONNAIRES RETURNED BY 101 OF 105 INSTITUTIONS OF HIGHER EDUCATION CONTACTED IN 45 STATES, PUERTO RICO, AND THE DISTRICT OF COLUMBIA PROVIDED INFORMATION CONCERNING OCCUPATIONAL EXPERIENCE PROGRAMS FOR TEACHER EDUCATION IN DISTRIBUTIVE EDUCATION. THE MAJOR CATEGORIES OF INQUIRY CONCERNED (1) THE FORMAT OF THE OCCUPATIONAL EXPERIENCE PROGRAM, (2) THE COORDINATION OF THE OCCUPATIONAL EXPERIENCE PROGRAM, (3) THE SUPERVISOR'S OPINIONS ABOUT OCCUPATIONAL EXPERIENCE AND THE REGULATIONS IN HIS STATE, AND (4) THE AVAILABILITY OF DISTRIBUTIVE EDUCATION AND RETAILING-RELATED TEACHERS WHO HAVE BEEN EXPOSED TO OCCUPATIONAL EXPERIENCE PROGRAMS. FIFTY-FIVE INSTITUTIONS HAD NO OCCUPATIONAL EXPERIENCE PROGRAM AND HAD NO PLANS FOR ESTABLISHING ONE, 30 HAD A PROGRAM, 10 WERE CONTEMPLATING PUTTING ONE INTO OPERATION, AND FIVE REPORTED THAT THEY HAD DROPPED THE PROGRAM BECAUSE OF POOR PAST EXPERIENCE OR LACK OF DEMAND. IN THE 30 INSTITUTIONS WITH PROGRAMS--(1) ALL HAD DIRECTED WORK EXPERIENCE PROGRAMS, (2) 29 HAD PROGRAMS SUPERVISED BY A REGULAR MEMBER OF THE INSTRUCTIONAL FACULTY, AND 21 HAD PROGRAMS PROVIDING FULL-TIME WORK EXPERIENCE, (3) COLLEGE CREDIT WAS GIVEN FOR THE WORK PERIOD BY 27, AND ON THE UNDERGRADUATE LEVEL BY 22, (4) REPORTS OR PROJECTS WERE INCLUDED IN THE PROGRAMS IN 27, (5) THE COORDINATOR'S TRAVEL EXPENSES WERE REIMBURSED IN 21 AND COMPENSATION WAS MADE IN THE TEACHING LOAD OF THE SUPERVISOR IN 24. OF 25 SUPERVISORS RESPONDING, 24 FELT THAT OCCUPATIONAL EXPERIENCE IS NECESSARY FOR DISTRIBUTIVE EDUCATION COORDINATORS. TWENTY-FOUR RESPONDENTS INDICATED THAT APPROXIMATELY 150 TO 180 QUALIFIED DISTRIBUTIVE EDUCATION COORDINATORS WERE BEING TRAINED EACH YEAR AND THAT A TOTAL OF 235 TO 245 STUDENTS, NOT VOCATIONALLY CERTIFIED TEACHER COORDINATORS, WERE PREPARED TO TEACH RETAILING-RELATED SUBJECTS. FIFTEEN INSTITUTIONS REPRESENTING THOSE INCLUDED IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE DIRECTORY OF TEACHER EDUCATORS FOR DISTRIBUTIVE EDUCATION, WERE ANALYZED IN SIMILAR MANNER TO THE ORIGINAL 30 IN WHICH THEY WERE INCLUDED TO DISCOVER SIMILARITIES OR DIFFERENCES IN THE 15 DEPARTMENT PROGRAMS. THE QUESTIONNAIRE IS INCLUDED. (MM)

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Survey of Practices for College Distributive Education and Retailing Occupational Experience Programs

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FOREWORD

This is the sixth of a continuing series of professional bulletins published by the Council for Distributive Teacher Education in an effort to improve the education of teachers in distribution.

Occupational experience has long been regarded by distributive education leaders as essential to effective instruction of youth and adults and to maintaining cooperative relationships with the business community. As such, providing opportunities for occupational experience is a requisite in a sound teacher education program. Many teacher education institutions are in the process of establishing or are planning to inaugurate curricula that prepare DE teachers. This bulletin should provide valuable information regarding the establishment and operation of a collegiate-directed work experience program.

Mr. Ferguson, since writing the bulletin, has become a member of the distributive teacher education staff at Michigan State University. He is to be commended for his time and energy in surveying 105 institutions and for a careful approach to analysis and writing.

Peter G. Haines
Past-President, CDTE

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INTRODUCTION

One of the most neglected areas in the preparation of distributive education teachers is that of directed occupational experience. This writer became involved in the supervision of a college occupational experience program in 1962 upon joining the distributive education department at Virginia Polytechnic Institute. The difficulty in finding information and materials made apparent the fact that the college work-experience phase of distributive education teacher preparation was one of little exploration and of even less continuity.

Every state has some form of occupational experience requirements included in its Distributive Education State Plan. What should concern those connected with the preparation of distributive education teachers is the quality and underlying purposes of this experience.

In a study undertaken by Professor Reno Knouse in 1961, it was concluded, "More emphasis should be placed on occupational experience with greater attention being given to college-industry arranged internship experience."[1] Professor Knouse reported that sixteen distributive education teacher educators ranked this thought in their top four choices

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[1]Reno S. Knouse, Needed Improvements in Distributive Teacher Education, Council for Distributive Teacher Education, Professional Bulletin Series, Number 1 (East Lansing, Michigan: Michigan State University, Distributive Teacher Education Service, College of Education, 1962), p. 18.

of problems that should have immediate attention. He further stated, "The lack of uniformity in occupational experience requirements in the various states indicates that more information is needed before this problem can be solved."[2]

In an unpublished doctoral dissertation, Doris Willis recommended for further study, "An analysis of the quality, quantity and recency of occupational experience of employed distributive teacher-coordinators."[3]

It was with these thoughts in mind, and at the suggestion of Dr. Peter G. Haines, then president of the Council for Distributive Teacher Education, that the following study was undertaken. It is the writer's hope that the findings prove of some value to those institutions who have an occupational experience program and to those who plan to initiate such a program.

This report presents Summaries and Conclusions at the beginning, followed by a detailed explanation of Procedures and the Findings. Part I of the Findings, pp. 10-21, represents all the institutions surveyed; Part II, pp. 22-29, the Distributive Education teacher-training institutions.

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[2]Ibid., p. 19.

[3]Doris E. Willis, "An Evaluation of Teacher Training for Distributive Education Throughout the United States" (unpublished Doctoral Dissertation, Indiana University, School of Education, June, 1954), p. 415.

SUMMARIES AND CONCLUSIONS

I. From the findings it is possible to describe a somewhat typical occupational experience program:

A. THE FORMAT OF THE OCCUPATIONAL EXPERIENCE PROGRAM

1. The program is directed. (100%)*
2. The program is directed by either the retailing or distributive education departments. (70.0%)
3. The program is supervised by a regular member of the faculty of instruction. (96.7%)
4. The program offers more than one work period. (56.7%)
5. All work periods are supervised. (93.3%)
6. The work periods can comprise differences in levels of experience. (47.1%)
7. The work periods are offered any time of the year. (56.7%)
8. The program provides a full-time work experience. (70.0%)
9. The length of time in the work period is measured in clock hours. (60.0%)
10. The number of clock hours required in the work experience is 300-400 hours. (30.0%)

*The figures in parentheses denote the percentage of the programs reporting these characteristics, based on the number of respondents who answered the particular question.

11. The work period is from ten to twelve weeks in length. (25.0%)
12. College credit is given for the work experience. (80.0%)
13. The amount of credit given for the work experience is two or three semester hours. (77.3%)
14. The credit is on the undergraduate level. (81.5%)
15. The supervisor obtains the positions for the students. (73.3%)
16. The supervisor reserves the right of final approval of the work stations. (90.0%)
17. There is no formal agreement required between the institution and the employer. (80.0%)
18. There is a class or seminar attached to the work experience. (56.7%)
19. The work experience includes reports or projects to be done by the students. (90.0%)
20. The occupational experience program includes prerequisite courses in the curriculum before the work experience is taken. (73.3%)

B. THE COORDINATION OF THE OCCUPATIONAL EXPERIENCE PROGRAM

1. The number of coordination visits made to the student on the job is two or three. (43.1%)
2. The supervisor is reimbursed for all expenses accrued in coordination travel. (70.0%)

3. Placement of students in work stations is not limited to the state in which the institution is located. (53.3%)
4. Placement of students is also not limited to the local service area of the institution. (56.7%)
5. Out-of-state coordination visits are made. (68.8%)
6. Reimbursement is made for out-of-state supervision expenses. (72.7%)
7. There is no determined mile radius for placement. (66.7%)
8. Compensation is made in the teaching load of the supervisor of the work experience program. (80.0%)
9. The basis for calculating faculty load time is the amount of credit assigned to the work period. (53.3%)

II. THE SUPERVISOR'S OPINIONS ABOUT OCCUPATION EXPERIENCE AND THE REGULATIONS IN HIS STATE REGARDING OCCUPATIONAL EXPERIENCE.

Many of the respondents (96.0%) are of the opinion that occupational experience is necessary for a distributive education coordinator. A lesser number (77.3%) feel that this requirement is also necessary for a high school teacher of retailing or a teacher of distribution who does not coordinate students on the job. More than half (61.5%) think that an occupational experience program should be required of all persons, even though they have had prior work experience. However, 79.2% of the respondents report that the occupational experience program can be waived for prior work experience.

It is important to note that 50.0% of the occupational experience programs require sufficient work hours to satisfy the state plan requirement for certification in distributive education. At 59.1% of the institutions an occupational experience is a requirement. It is also interesting to note that 95.5% of the respondents report that their states require an occupational experience for teachers of distributive education and retailing.

AN OBSERVATION

It would seem, therefore, that in view of the future growth of distributive education and the increasing need for distributive education coordinators and teachers of retailing-related subjects, additional occupational experience programs are needed to fully prepare more young men and women to enter these fields of teaching. It is a startling fact that 61.2% of the leading colleges and universities surveyed do not offer a distributive-related occupational experience program at this time and are not planning to establish a program in the near future.

DEFINITION OF TERMS

Directed Occupational Experience -- work experience that is supervised and coordinated either by actual visits to the work station by the distributive education teacher educator or some other designated college or university personnel, or by mail, telephone, work reports or some other means of communication.

USOE List -- the Directory of Teacher Educators for Distributive Education, compiled by the United States Department of Health, Education, and Welfare, Office of Education, Distributive Education Branch.

ACRA List -- the roster of members of the American Collegiate Retailing Association.

NABTE List -- the roster of members of the National Association Business Teacher Education.

PROCEDURES

A sample questionnaire and a cover letter were formulated and sent to Mr. Oliver Anderson, distributive education teacher educator at State College of Iowa; Mr. F. E. Hartzler, distributive education teacher educator at Kansas State Teachers College; and Dr. Peter G. Haines, distributive education teacher educator at Michigan State University. When the replies and suggestions of the above three were received and analyzed, a revised questionnaire and cover letter were developed.

The questionnaire and the cover letter, as shown in the Appendix, were sent to 102 different colleges and universities in forty-five states, Puerto Rico, and the District of Columbia. Three additional questionnaires were sent to graduate schools of retailing at institutions whose undergraduate programs were also surveyed.

The 105 questionnaires were sent to 102 institutions whose names appeared on one of three listings: thirty-three (the entire list) from the United States Department of Health, Education, and Welfare, Directory of Teacher Educators for Distributive Education; fifteen (the entire list) from the membership list of the American Collegiate Retailing Association; and fifty-seven colleges and universities, representing a selection of the larger schools in thirty-six states, Puerto Rico, and the District of Columbia, listed in the roster of members of the National Association Business Teacher Education.

The questionnaire was structured so that those answering indicated on the first page whether or not their institutions had an occupational experience program. If such a program did exist at their college or university, the respondents completed the remainder of the questionnaire, which asked for a detailed description of the program, based on pertinent questions. If no program existed, the respondents were asked to indicate whether their institutions were contemplating initiating an occupational experience program. In this instance, only page one of the questionnaire was to be returned. Also on page one, information was requested as to the size and classification of the institution and the population of the town or city in which the college or university was located.

The data were organized under these four major categories:

Questions 3-19 -- the format of the occupational experience program.

Questions 20-29 -- the coordination of the occupational experience program.

Questions 30-36 -- the supervisor's opinions about occupational experience and the regulations in his state regarding occupational experience.

Questions 37-38 -- an attempt to determine the availability of distributive education teacher coordinators and teachers of retailing-related subjects who have been exposed to occupational experience programs.

Of the 105 questionnaires sent out, 101, representing 96.1%, were returned. Fifty-four of a possible fifty-seven from the NABTE list, representing 94.7%, were returned; fourteen out of fifteen from the ACRA list, 93.3%, were returned; and all thirty-three, 100%, from the USOE list of teacher educators were returned.

FINDINGS, PART I: GENERAL

The data in the chart below show that 105 questionnaires were sent out. Of that number, 101 were returned. Fifty-five institutions stated that they had no occupational experience program and had no plans for establishing one. Of the total returned, thirty institutions had occupational experience programs. Fifteen of these programs were reported from colleges and universities on the USOE list, nine from the ACRA list, and six from the NABTE list.

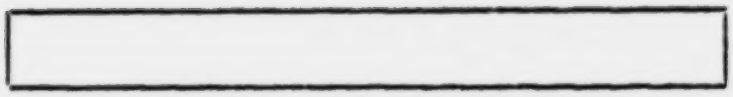
One respondent stated that his institution had a summer occupational experience program; however, he did not complete the questionnaire in detail, rendering this return unusable.

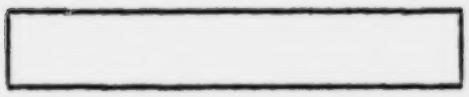
Ten institutions reported that they had no occupational experience program at present but were contemplating putting one into operation in the near future. Four of these schools, from the NABTE list, were planning to initiate a distributive education teacher education curriculum and planned to establish an occupational experience program if a teacher educator were available. Another institution, also from the NABTE list, stated that initiating an occupational experience program would "depend on the State Plan of the Vocational Education Act of 1963."

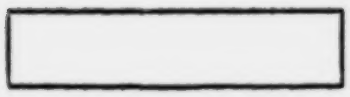
Five institutions reported that they had dropped or were dropping their occupational experience programs because of poor past experiences or the lack of demand for the program.

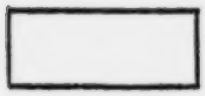
No responses were received from four institutions.

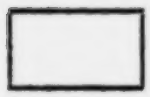
DISTRIBUTION OF QUESTIONNAIRES

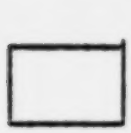
105  Total questionnaires sent

55  No occupational experience program; no plans to initiate one

31*  Occupational experience programs

10  Planning programs in future

5  Dropped programs

4  No response to questionnaire

*One summer occupational experience program reported, questionnaire not completed.

The findings are presented in the four major categories outlined in the Procedures, analyzed question by question, for the thirty reported occupational experience programs. (Numbering here is the same as on the original questionnaire.)

A. THE FORMAT OF THE OCCUPATIONAL EXPERIENCE PROGRAM

3. One hundred per cent of the thirty programs reported were directed work experience programs, as directed occupational experience programs were defined on the questionnaire.

4. The administration of the work experience programs was dominated by the retailing and distributive education departments. Thirteen of the programs (43.3%) reported the retailing department administered the program. Eight (26.7%) reported the distributive education department supervised the program. Therefore, 70.0% of the programs were administered by either the retailing or the distributive education departments. Other departments administering programs were marketing (3), business and distributive education (2), work study cooperative department (1), clothing and textiles (1), department of business organization (1), and one instance of shared supervision between the distributive education and home economics departments.
5. All but one program had a regular member of the faculty of instruction administer the occupational experience program. In the one exception, a professor emeritus of the institution supervised the program.
6. Seventeen of the total programs (56.7%) stated that their college or university had more than one work period included in their curriculum. Thirteen reported only one work period. When asked if greater emphasis were placed on any one work period, fourteen reported no greater emphasis and three did place more emphasis on one particular period. In these three cases, there was no apparent reason for one work period receiving more emphasis than another.

7. Twenty-eight of the programs (93.3%) had supervision of all work periods. Only two of the institutions reported that all of their work periods were not supervised.
8. If more than one work period existed, the respondents were asked to explain differences in levels of experience. Of the seventeen institutions which reported more than one work period, nine indicated no difference in level of experience. Eight showed a difference in level of experience. Of these, seven stated that the student's first employment was on the employee or sales level and that his second period of employment was to be of a supervisory nature. One revealed a three-level program of employee or sales, supervisory, and managerial levels. There was little variation in the amount of credit given for the different levels of experience.
9. The time of year in which the work period was scheduled varied, but seventeen (56.7%) reported that the work period could be offered at any time of the year. Four reported a work period during the summer only; three reported summer and pre-Christmas only; two reported pre-Christmas only; and one each reported summer, pre-Christmas and Easter, fall quarter, summer and fall quarter, and pre-Christmas and fall quarter.
10. Fourteen of the thirty programs reported that the work period was a full-time experience only; nine were part-time only. Seven reported both full and part-time experiences were available to the students.

11. The returns revealed that twenty programs used clock hours as a basis for measuring time in the work period, while ten did not. Part-time work hours ranged from 80-400, with the 200-300-hour span of time the most common. Seven programs reported this span of time. Full-time work hours ranged from 80-480, with six programs reporting the 300-400-hour span for the full-time experience. Seven programs showed no pattern.

12. The length of the work experience in weeks was also surveyed. The range of the part-time work periods in weeks was from twelve to thirty-six, with periods of sixteen and thirty-six weeks the most common. The full-time periods ranged from three to eighteen weeks, with seven programs reporting ten to twelve weeks of work experience. Two institutions did not use weeks as a basis of determining the length of the work period.

13. Twenty-four of the institutions (80.0%) reported giving college credit for the work period. Three (10.0%) gave credit for only the seminar or class attached to the work experience, while three others gave no credit at all. The credit ranged from one to six semester hours and from two to twenty quarter hours. Six schools gave three semester hours credit and eight gave two semester hours. Four institutions were in the nine to sixteen quarter-hour range. Of the twenty-seven institutions that granted credit, twenty-two gave only undergraduate credit, while the five others gave both graduate and undergraduate credits.

14. Positions were obtained for the students in seventeen institutions, while six others stated that they did not obtain a position for the students. Five reported "yes and no," qualifying their answers by explaining that the school would find the student a position, though the student could also find his own job. One school stated that it obtained positions for the undergraduate students, but the graduate students could find their own or have the supervisor help them. Another institution reported that the student obtained his own position from a list of approved work stations.
15. Final approval of the work station was reserved for the supervisor in twenty-seven programs (90.0%). Only three programs did not reserve the right of final approval.
16. Twenty-four of the programs (80.0%) stated that no formal agreement was drawn up between the institution and the employer. Six (20.0%) had such an agreement, one of which was used for graduate students only.
17. Seventeen (56.7%) reported that a scheduled class or seminar was attached to the work experience. The remaining thirteen (43.3%) reported no class or seminar. One respondent who reported a class or seminar stated that the class was attached to the work experience for graduate students alone.
18. Twenty-seven, 90.0% of the respondents, stated that the students completed reports or projects based on their work experience. Only three (10.0%) did not have this obligation.

19. There were prerequisite courses in 73.3% of the programs. The eight others reported no specific requirements for the work experience. Several of the institutions considered junior-year standing in the curriculum as a type of prerequisite.

B. THE COORDINATION OF THE OCCUPATIONAL EXPERIENCE PROGRAM

20. The data indicate a wide range in the number of visits to the work stations by the supervisors, from a minimum of one visit to a maximum of eighteen. Thirteen institutions indicated a minimum of two to three visits, while eight indicated a minimum of only one visit. A maximum of two to three visits was made by eleven schools; ten colleges and universities indicated a maximum of four or more visits. Two institutions reported that as many visits were made as were needed, putting no limit on the maximum number. Three institutions (10.0%) stated they made no actual visits, carrying on all coordination by mail or telephone.

21. The survey showed that twenty-one of the supervisors (70.0%) were fully reimbursed for all expenses accrued in coordination travel. Nine (30.0%) received no compensation. One of the nine indicated that he did have the use of a state car.

22. Fourteen of the colleges and universities (46.7%) placed the students in work stations only within the state in which the institution was located. The sixteen others did place their students in out-of-state localities.

23. The survey indicated that thirteen of the institutions (43.3%) placed their students in work positions within the local service area of the institution, although the seventeen others (56.7%) imposed no such limitation.

24. Of the sixteen colleges and universities that placed students in work stations out-of-state, five did not supervise these students with coordination visits. Of the eleven supervisors that did make out-of-state coordination visits, eight did receive full reimbursement for their expenses. The three others received no compensation for out-of-state calls.

25. The data revealed that ten of the colleges and universities (33.3%) placed their students in work stations within a determined mile radius of the institution. Twenty indicated that no determined radius for placement existed.

26. Twenty-four of the respondents (80.0%) indicated that compensation was made in the teaching load of the supervisor of the work experience program. The other six supervisors stated that no compensation was made.

27. From the analysis of the data in the survey, it appeared that faculty load time for supervisors was extremely varied, although sixteen of the colleges and universities (53.3%) did use as the basis for the faculty load time the amount of credit assigned to the work period. Five institutions stated that faculty load time was assigned to super-

vision on the basis of need. Two reported no faculty load time given to supervision. Seven other college and universities had a variety of methods, each different.

28. The data indicate the variance in the method of calculating total faculty load at the colleges and universities with occupational experience programs. Fourteen institutions gave the full faculty load at twelve contact hours, seven indicated no formula, six replied the method of calculation of faculty load was unknown, one reported sixteen contact hours as a full load, and two respondents indicated that projected enrollment in the work experience program was the basis for computing the total load time of the supervisors of the work periods.

29. This question asked for the respondents' own beliefs and opinions regarding the problem of fair compensation in teaching loads for occupational experience supervision. The responses here were, of course, varied and pertinent to each respondent's particular problem. Many supervisors (ten) felt that the arrangement at their institutions was satisfactory, for they did receive adequate compensation for the time spent in coordination. Several others (six) stated that more time should be allocated to supervision.

C. THE SUPERVISOR'S OPINIONS ABOUT OCCUPATIONAL EXPERIENCE AND THE REGULATIONS IN HIS STATE REGARDING OCCUPATIONAL EXPERIENCE

30. Ten colleges and universities (33.3%) indicated that the hours gained in the work experience program did satisfy the hours outlined in their State Plan for distributive education teacher certification. Ten other institutions reported that the hours did not satisfy the state's requirements for certification. The numbers of hours lacking ranged from 1000 to 2400. Since half of the colleges and universities reporting occupational experience programs did not prepare distributive education teachers and were, therefore, not entirely familiar with the state's distributive education teacher certification requirements, ten respondents stated that they did not know if their occupational experience program satisfied these requirements.

31. Of the twenty-five who answered this question, twenty-four felt that occupational experience was needed to be a distributive education coordinator. One respondent stated that this was not a necessary requirement.

32. Asked if occupational experience is needed to be a high school teacher of retailing or a teacher of distribution who does not coordinate students on the job, twenty-one of the surveyed stated yes, five indicated no, three did not answer the question, and one felt it was not necessary but helpful.

33. To the question concerning the requirement of occupational experience at the respondents' institutions, thirteen (43.3%) indicated that it was, nine (30.0%) stated it was not a requirement, and the remaining eight left the question unanswered.

34. The respondents were asked if occupational experience was required in their states for a teaching certificate in the distributive education or retailing fields. Twenty-one answered that it was, eight did not know, and one other respondent stated that there was no such requirement.

35. Sixteen respondents felt that an occupational experience program should be required of persons who have had prior work experience. Nine stated this was unnecessary and four did not answer the question. One respondent indicated that such a requirement depended on the "quality, variety, and recency" of the prior work experience.

36. When asked if the occupational experience program can be waived for prior work experience, eighteen, or 60.0%, indicated this could be done; five stated this was not done and six respondents left the question unanswered. One other reported the waiver was possible "if part of the prior experience was in a supervised program."

D. THE AVAILABILITY OF DISTRIBUTIVE EDUCATION TEACHER COORDINATORS AND TEACHERS OF RETAILING-RELATED SUBJECTS WHO HAVE BEEN EXPOSED TO OCCUPATIONAL EXPERIENCE PROGRAMS

37. Twenty-four of the respondents answered this question, indicating that approximately 150-180 qualified, distributive education coordinators were being trained each year.

38. The respondents were also asked how many additional students in their departments were prepared to teach retailing subjects but were not vocationally certified teacher-coordinators. Twenty-four (80.0%) respondents answering this question indicated that a total of 235-245 students were prepared to teach retailing-related subjects.

FINDINGS, PART II: THE USOE LIST

All thirty-three of the institutions included in the United States Department of Health, Education, and Welfare Directory of Teacher Educators for Distributive Education, 100%, returned the questionnaire. Of these thirty-three, thirteen colleges and universities (39.3%) had no occupational experience programs and were not contemplating initiating one. Two of these thirteen had had a program at one time but had decided to drop the program. Five institutions (15.2%) were planning to initiate an occupational experience program in the near future. The remaining fifteen institutions (45.5%) had an occupational experience program in operation.

These fifteen programs were included in the total thirty programs analyzed in Part I of the Findings. The data were again analyzed for these fifteen institutions in the same manner as the entire list of programs in an attempt to bring to bear any similarities or differences in the fifteen USOE programs.

A. THE FORMAT OF THE OCCUPATIONAL EXPERIENCE PROGRAM

3. Fifteen of the programs (100%) were directed programs according to the definition stated on the questionnaire.
4. The administration of the work experience was supervised by the distributive education department in eight instances. The marketing department supervised the program in two cases. The remaining five programs were supervised by one of the following departments: retailing, work study

cooperative department, department of business organization, business and distributive education, and one instance of shared supervision between the distributive education and home economics departments.

5. A member of the faculty of instruction supervised the work experience program in fourteen institutions. In one other case, a member from outside the faculty of instruction, a professor emeritus, supervised the program.
6. Nine colleges and universities (60.0%) stated that their occupational experience programs included more than one work period. The six others had only one period in which the students worked. Eight of the nine colleges and universities that had more than one work period reported no greater emphasis on one particular work period. One respondent placed a greater emphasis on his students' general sales level work experience.
7. All work periods in all fifteen programs were supervised.
8. Five of the colleges and universities that offered more than one work period reported that they required no change in the level of the experience. Four others stated a difference in the level of experience. All four indicated that the students were placed first at the sales or employee level and then at a supervisory level. One institution revealed three levels: sales, supervisory, and managerial.

9. Nine institutions (60.0%) indicated that the work period could be offered at any time of the year. Two responded that the work period was given during the summer and pre-Christmas. Two others reported work periods during the summer only. Two other methods of offering the work period were during the fall quarter only and during the summer and the fall quarter.

10. Nine of the fifteen institutions with occupational experience programs (60.0%) indicated that their work periods were full-time. Three reported only part-time work experience programs. The other three stated that both types of work periods were available.

11. Of the nine colleges and universities that had full-time work periods, seven did not use clock hours as a basis for credit for the work experience. The two full-time programs that did use clock hours as a basis both indicated that 200-300 hours were required. The three part-time programs required from 320 to 360 hours. The requirements in the other three programs ranged from 200 to 360 hours.

12. The survey indicated a range of 6-18 weeks of work were required in the full-time programs and 6-36 weeks in the part-time programs.

13. Thirteen of the fifteen programs (86.7%) reported that college credit was given for the work experience. One case indicated that credit was given for the seminar attached to the work experience. Only one institution gave no

credit at all. Of the fourteen granting some credit, ten gave undergraduate credit only. The other four granted both graduate and undergraduate credit.

14. Positions were obtained by the supervisors for the students in eight instances. Four colleges and universities indicated that the supervisor assisted the students in finding positions if the students were unable to do so on their own. One institution reported that no aid in obtaining a position was given the student.

15. Final approval of the work station was reserved for the supervisor of the occupational experience program in fourteen of the fifteen cases studied.

16. A formal agreement was drawn up between the institution and the employer in only two of the fifteen colleges and universities reporting a program. One of the two required an agreement in the graduate program only.

17. Seven colleges and universities stated that a scheduled seminar or class was attached to the work experience. One of the seven reported this seminar for the graduate work experience only. Eight programs had no seminar or class attached to the occupational experience.

18. Only one institution reported that the students had no reports or projects to complete as a requirement for the work experience course. The fourteen others did have mandatory projects or reports.

19. Nine institutions indicated there were college course prerequisites for the work period. Of this nine, one reported these prerequisites for graduate students only. Six had no course prerequisites.

B. THE COORDINATION OF THE OCCUPATIONAL EXPERIENCE PROGRAM

20. The number of visits made to the students on the job varied. The minimum number of visits ranged from one to four, and the maximum from one to ten. Two institutions reported no visits made to the students. No frequency occurred more than twice.

21. The supervisor of the work experience was fully reimbursed for his coordination travel expenses in twelve instances (80.0%). Three supervisors received no reimbursement, though one reported he had the use of a state car.

22. Nine colleges and universities placed students in out-of-state work stations, while six maintained placements within their own state.

23. Five institutions placed students only within the local service area, though the other ten made no such limitations.

24. Of the nine colleges and universities that did place students out-of-state, seven supervisors received full reimbursement for travel to the work stations. One supervisor was not reimbursed, and one made no out-of-state coordination visits.

25. Only three institutions placed students within a determined mile radius of the college or university, while the twelve other respondents imposed no limitations.

26. Eleven respondents (73.3%) reported a load compensation for supervision was made in their teaching schedules. Four of the surveyed revealed no compensation was made for supervision.

27. The faculty load assigned to supervision varied, although six respondents reported the credit hours of the work experience as the basis. Two indicated that load time for supervision was assigned as needed. Two others indicated that no time for supervision was assigned in the faculty load. The five other methods of handling this problem were each of the following: one semester hour; full-time coordinator provided; full-time fall quarter; one-third of teaching load; and 15% of teaching load under the undergraduate program, with 10% of the teaching load under the graduate program.

28. In regard to the method used to determine a full faculty load, six respondents indicated there was no formula at their institutions. Three did not know how this was calculated. In five institutions a full faculty load consisted of twelve contact hours. One respondent reported that the calculation was based on projected enrollment.

29. Five of the fifteen respondents reporting an occupational experience program stated no opinion regarding the problem of fair compensation in teaching loads for work experience supervision. All except one of the others, who felt not

enough time was allotted to him, indicated the system used in their institutions was fair and adequate for their needs.

C. THE SUPERVISOR'S OPINIONS ABOUT OCCUPATIONAL EXPERIENCE AND THE REGULATIONS IN HIS STATE REGARDING OCCUPATIONAL EXPERIENCE

30. Seven institutions reported that the work experience program provided at their college or university satisfied the work experience requirements of their state plans. The eight others indicated the hours obtained did not satisfy the requirement, the number of work hours lacking ranging from 1000 to 2400 hours.

31. When asked if occupational experience is needed to be a distributive education coordinator, thirteen (86.7%) answered affirmatively. One teacher educator indicated occupational experience was unnecessary, and one respondent left the question unanswered.

32. As to whether occupational experience is needed to be a high school teacher of retailing or a teacher of distribution who does not coordinate students on the job, ten (66.7%) indicated it was and four felt the work experience was unnecessary. One respondent said that the work experience was "nice to have" but not an absolute necessity.

33. Eleven respondents stated that an occupational experience program was required at their institutions. At three institutions there was no requirement. One respondent omitted the question.

34. All fifteen of the respondents reporting an occupational program stated that occupational experience was required by their state before a teaching certificate in the distributive education and retailing fields would be issued.

35. Seven of the teacher educators thought that an occupational experience should be required of persons who had prior work experience. Seven others indicated the work experience should not be a necessary requirement in this case. One respondent answered that the necessity of requiring an occupational experience would depend on the prior experience.

36. All but one of the fifteen indicated that the occupational experience program could be waived for prior experience.

D. THE AVAILABILITY OF DISTRIBUTIVE EDUCATION TEACHER COORDINATORS AND TEACHERS OF RETAILING-RELATED SUBJECTS WHO HAVE BEEN EXPOSED TO OCCUPATIONAL EXPERIENCE PROGRAMS

37. The fifteen respondents revealed that from 150 to 180 certified distributive education teacher coordinators were being graduated from their institutions each year.

38. The fifteen respondents also indicated that from 117 to 129 students prepared to teach retailing subjects but not vocationally certified teacher coordinators were being graduated each year.

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APPENDIX

VIRGINIA POLYTECHNIC INSTITUTE
Department of Vocational Education
Blacksburg, Virginia

February 14, 1964

Appendix #1: Sample Letter

Dear

Enclosed is a survey form that will aid in the gathering of data from selected institutions on college distributive education and retailing occupational experience programs, both supervised and non-supervised. The survey is also aimed at those institutions which train business teachers who may be prepared to teach retailing subjects, as well as those institutions that prepare retailing majors who are not engaged in a teacher certification program.

The purpose of the survey is to determine the current practices governing existing work experience programs so that some basis may be formed for those institutions that may be starting such a program in the near future. It is also hoped that the survey will be an aid to the existing occupational experience programs.

The survey will culminate in a report issued through the Council for Distributive Teacher Education. Dr. Peter Haines of Michigan State University, Past-President of CDTE, is consultant to the study. This project is part of a gratuate studies program at Michigan State University, but is not a doctoral dissertation.

Please complete the survey and return it in the self-addressed stamped envelope by March 17. Please route the survey to the proper faculty member of your institution if you do not supervise the occupational experience program. Your cooperation will be greatly appreciated.

Sincerely yours,

ETF:vld
Encls. (2)

Edward T. Ferguson, Jr.
Assistant Professor of
Distributive Education

Appendix #2: Questionnaire

SURVEY OF PRACTICES FOR COLLEGE DISTRIBUTIVE EDUCATION AND RETAILING OCCUPATIONAL EXPERIENCE PROGRAMS

NAME_____

TITLE_____

INSTITUTION_____

Classification of Institution, e.g., teacher's college, university, state college, etc._____
Institution Enrollment:_____
Population of town in which located:_____

The purpose of this survey is to determine what is now being accomplished in the area of occupational experience programs. The survey is directed to those institutions that prepare teachers in the fields of distributive education and retailing majors who are not engaged in a teacher certification program.

1. Does your institution have an existing occupational experience program for your distributive education or retailing students?
   Yes___ No___

2. Is your institution planning to start a work experience program for your distributive education or retailing students?
   Yes___ No___

If your institution does not have a work experience program for the distributive education or retailing students, answer only questions one and two and return the survey in the self-addressed stamped envelope. If you have a program, please continue the survey.

3. If your institution has an occupational experience program, is the program a directed[1] work experience program? Yes___ No___

   If no, explain_____

4. Who administers the work experience program?
   Distributive Teacher Education Department___
   Retailing Department____
   Other, explain_____

5. Does a member of the faculty of instruction do the supervision of the work experience? Yes___ No___

   If yes, from what department?_____
   If no, explain_____

6. Does your institution have more than one work period during the student's college career? Yes___ No___

   If yes, is any period given greater emphasis? Explain.

7. Are all work periods supervised? Yes___ No___

   If no, explain_____

8. If more than one work period, state difference in level of experience and amount of credit given for each.

[1]Directed work experience in this survey denotes occupational experience that is supervised and coordinated either by actual visits to the work station by the distributive education teacher educator or some other designated college personnel or by mail, telephone, work reports or some other means of communication.

9. Indicate time of year work period or periods are scheduled.

Summer___ Pre-Christmas___ Easter___ Others, explain

_____

_____

_____

10. Are work periods full or part time work experiences?
Full time___ Part time___
If part time, explain_____

_____

_____

11. How many clock hours are required for each work experience?

(1)	(2)	(3)
Full Time_____	Full Time_____	Full Time_____
Part Time_____	Part Time_____	Part Time_____

If clock hours are not used as a standard, what standard is used?

_____

_____

12. How long is the work experience in weeks?

(1)	(2)	(3)
Full Time_____	Full Time_____	Full Time_____
Part Time_____	Part Time_____	Part Time_____

13. Is college credit given for the work experience? Yes___ No___

If yes, how much? _____Semester hours
_____Quarter hours

Graduate credit_____ Undergraduate credit_____

14. Are positions obtained for the students by the person in charge of the work experience program? Yes___ No___ If no, how are positions obtained?

_____

_____

_____

15. Is final approval of a work station reserved for the supervisor of the work experience program? Yes___ No___

16. Is there a formal agreement drawn up between the institution and the employer? Yes___ No___

If yes, give details or attach copy if available.

_____

_____

_____

_____

_____

17. Is there a scheduled seminar or class attached to the experience? Yes___ No___

If yes, explain - name of course, credits, content, etc.

_____
_____
_____
_____
_____

18. Do students complete a report or project on the work experience? Yes___ No___

If yes, give details or attach copy if available.

_____
_____
_____
_____
_____

19. Are there any required college courses a student must take before he may enroll in a work experience program? Yes___ No___

If yes, explain_____
_____
_____
_____
_____
_____

20. How many visits are made to the work station by the supervisor?
Minimum_____ Maximum_____
Explain, if necessary

_____
_____

21. Is the supervisor fully reimbursed for his coordination travel expenses during the work period? Yes___ No___

If yes, explain. How much per mile, etc.?

_____
_____
_____
_____

22. Are students placed in work positions only within the state where the institution is located? Yes___ No___

23. Are students placed in work positions only within the local service area of the institution? Yes___ No___

24. If supervision is done out of state, is the supervisor reimbursed for his travel and other expenses? Yes___ No___

Explain, if necessary_____
_____
_____

25. Are students placed within a determined mile radius of the institution? Yes___ No___

If yes, explain_____

26. Is compensation made in the teaching load of the supervisor of the work experience? Yes___ No___

27. How much faculty load time is assigned to supervision?

28. How is the faculty load calculated?

29. Please state your opinions and beliefs on the above three questions.

30. Do the hours gained in the work experience program satisfy the amount of hours outlined in your State Plan for distributive education teacher certification? Yes___ No___

If no, how many hours are lacking? _____

31. Do you think occupational experience is needed to be a distributive education coordinator? Yes___ No___

Explain_____

32. Do you think occupational experience is needed to be a high school teacher of retailing or a teacher of distribution who does not coordinate students on the job? Yes___ No___

Explain_____

33. Is occupational experience required by your institution before a teaching certificate is issued? Yes___ No___

Explain, if necessary_____

34. Is occupational experience required in your state for a teaching certificate in the distributive education or retailing fields? Yes___ No___

Explain, if necessary_____

35. Should an occupational experience program be required of persons who have had prior work experience? Yes___ No___

Explain_____

36. Can the occupational experience program be waived for prior work experience? Yes___ No___

Explain_____

37. Approximately how many distributive education teacher-coordinators is your institution certifying each year?_____

38. Each year approximately how many students in your department are prepared to teach retailing subjects, but are not vocationally certified teacher-coordinators?_____

RETURN TO: Edward T. Ferguson, Jr.
Assistant Professor of Distributive Education
Virginia Polytechnic Institute
Blacksburg, Virginia

/Please return survey by March 17, 1964./

Appendix #3: The Thirty Occupational Experience Programs

Colorado	Henry H. Gram, Colorado State University, Fort Collins
Florida	James W. De Long, University of Miami, Coral Gables
	Hazel T. Stevens, Florida State University, Tallahassee
	Donald R. Jaeschke, University of South Florida, Tampa
Georgia	Carl T. Eakin, University of Georgia, Athens
Idaho	Kenneth Ertel, University of Idaho, Moscow
Illinois	K. L. Richards, Bradley University, Peoria
	Ralph E. Mason, University of Illinois, Urbana
	Walter J. Elder, Southern Illinois University, Carbondale
Indiana	Fairchild Carter, Indiana University, Bloomington
Iowa	Margaret Muther, Drake University, Des Moines
	Oliver M. Anderson, State College of Iowa, Cedar Falls
Kansas	F. E. Hartzler, Kansas State Teachers College, Emporia
Massachusetts	Woodrow Baldwin, Simmons College, Boston
Michigan	Stephen J. Turille, Ferris State College, Big Rapids
	Peter G. Haines, Michigan State University, East Lansing
	Frank W. Lanham, University of Michigan, Ann Arbor
	Adrian Trimpe, Western Michigan University, Kalamazoo

Minnesota	Warren G. Meyer, University of Minnesota, Minneapolis
Nebraska	Leonard W. Prestwich, Omaha University, Omaha
New York	Ilma L. Sands, The City College of New York, New York City
	Stanford L. Johnson, New York University, New York City
	Reno S. Knouse, State University of New York, Albany
	Edwina B. Hogadone, Rochester Institute of Technology, Rochester
	Sylvia S. Enery, Skidmore College, Saratoga Springs
Ohio	William B. Logan, Ohio State University, Columbus
Texas	James C. Taylor, University of Houston, Houston
Virginia	Kay B. Brown, Richmond Professional Institute, Richmond
	Lucy C. Crawford, Virginia Polytechnic Institute, Blacksburg
West Virginia	Clara H. Harrison, Marshall University, Huntington

Appendix #4: Other Colleges and Universities Participating In the Study

Alabama State College
University of Alabama
Auburn University
Arizona State College
Arizona State University
University of Arizona
Arkansas State College
University of Arkansas
Baylor University
University of Bridgeport
California State Department of Education
University of California, Los Angeles
Colorado State College
University of Colorado
Columbia University
University of Connecticut
University of Dayton
University of Detroit
East Carolina College
Eastern Illinois University
University of Florida
George Peabody College for Teachers
University of Hawaii
Hunter College
University of Kansas
University of Kentucky
Maryland State College
University of Maryland
Mississippi State University
University of Mississippi
University of Missouri
Montana State College
Montana State University
Morehead State College
University of Nebraska
University of Nevada
University of New Mexico
University of North Carolina
North Dakota State Teachers College
University of North Dakota
Ohio University
Oklahoma State University
Oregon State University
University of Oregon
Pennsylvania State University
University of Pittsburgh

University of Puerto Rico
University of Rhode Island
Salem State College
University of South Carolina
State Department Public Instruction, South Dakota
University of South Dakota
University of Southern California
Southern University
State University of New York, Buffalo
Temple University
University of Tennessee
University of Texas
University of Tulsa
Utah State University
University of Vermont
Washington State Teachers College (Maine)
Washington University (St. Louis)
Wayne State University
Wisconsin State College
University of Wisconsin
University of Wyoming